

## Preschool English

### Final report on the project (January – December 2006)



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## Acknowledgements

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## 1. Preface

Preschool English is a foreign language workshop for 3-6 year old children. It has been developed in the Preschool Sólborg at Vesturhlíð 1, 105 Reykjavík, Iceland, since summer 2005, but so far not presented elsewhere. The first part of the project started during the spring semester 2006 and continued in the fall semester that same year. This report is written towards the end of the spring semester of 2007, and describes this pilot program.

## 2. Introduction

The pilot project Preschool English is integrated into the preschool program and introduces children to the world of English. Through games, drawing, signs and songs the participating children not only learn a surprisingly extensive vocabulary but also develop i.e. their listening skills, the ability to concentrate, a sense of group work and musical ear. A substantial outcome of Preschool English is the children's positive approach to language learning and their feeling of success in learning. The children sing English songs for their friends in the preschool and for their families and they experience the success of performing of what they have learned. Furthermore, learning a foreign language broadens children's horizons and makes them aware of other cultures.

The preschool Sólborg in Reykjavík hosts a department focusing on deaf and hearing impaired children. As a consequence, the children in all its departments, as well as the staff, are confronted with and educated in sign language daily. It soon became obvious to the present author that children at very early age are able to learn basic sign language. The sign language is a part of their daily reality and it is introduced through play, during their get-

together, and casually during the whole day. Moreover, the younger the child begins to learn the sign language, the more thoroughly it is able to learn it.

Children learn their mother tongue from their birth. The sign language is a mother tongue of some children. For other children, it is a second language. The children at Sólborg get acquainted with a second language (sign language) since they are born through their deaf parents or when they start attending the preschool at the age of one or two.

Dr. Suzuki, a world famous violin teacher, found out to his uttermost surprise that most Japanese children have learnt to speak fluent Japanese by the age of 5 or 6, independent of their intelligence or talent. They acquire Japanese by constant repetition, a so called “mother tongue method”. Patience, repetition, support, encouragement, motivation and trust in the children’s ability to learn the language work wonders. Dr. Suzuki started to teach children of preschool age to play violin without ever mentioning “musical grammar” (theory) or “music reading” (notation). He was extremely successful in applying his concept of talent education. His strong belief that every young child is capable to learn to play violin given love and time proved right, the parental participation being a keystone of his method. His profound, yet simple observation changed international pedagogy.

Dr. Guðmundur Emilsson, orchestral conductor and music pedagogue, contributed considerably to preparation and building up of the philosophical background of the workshop. His idea to teach music and language together proved to be most valuable. Learning and listening to songs in English supports both music learning and language development. Music and language have very much in common. They are both complicated communication systems that can to a considerable degree be acquired and performed without any theoretical knowledge. Furthermore, learning of music and language together stimulates the process of learning in many ways, another well known fact often overseen.

The author’s own education in pedagogy and experience in language teaching, in the Czech Republic, Germany and Iceland provide a matrix for creating of a Preschool English curriculum, as well as teaching the workshop.

The two year experience of teaching English to 3-6 year old children confirms that it is possible and rewarding to introduce a second language to children at this unusually (sic) early age.



### 3. Participants and setting

The preschool Sólborg was established in 1994. It consists of four departments (Lerkistofa, Víðistofa, Furustofa and Birkistofa) of 75 children. In autumn 2006 there were six children in the school whose one or both parents were of foreign origin. In the school year 2006/2007 Lerkistofa attended to the youngest children. Furustofa and Birkistofa cared for hearing impaired and deaf children, as well as children without or with other handicaps. Víðistofa took care of the children without special needs (in the medical sense of the word), in addition to two handicapped children. These numbers change every year but so they were while the project lasted.

In the first semester of Preschool English (31. 1. - 29. 5. 2006) one group of four children (two boys, two girls) from Víðistofa aged 3-4 attended Preschool English lessons twice a week for 20-30 minutes. The workshop took place in “Listaskáli”, the art room of the preschool. Altogether there have been 27 lessons. The attendance was about 80 %.

In the second semester (7. 9. - 20. 12. 2006) two groups of 4 and 5 children attended the workshop. Two children from the pioneer group had left

the preschool and the remaining two children became “assistant teachers” in the two new groups. With one exception all children were from the same department which made the scheduling of the lesson times easier. The children who attended Preschool English were carefully chosen with respect to several criteria. They were of the same age of 3 or 4, their mother tongue knowledge was good, they did not have any special needs nor disorders nor were they confronted with sign language in their families through hearing impaired parents or close relatives. The choice of participants was consulted with the preschool director, the staff at Víðistofa and Furustofa and the children’s parents. These criteria were set by the staff involved. The reasons for them should be relatively obvious but one might explain the following: At the age of 3 children have mastered their mother tongue to some degree. The children exposed to two languages (Icelandic and the Icelandic sign language), as in the third criterion above, should not be burdened with a third language, unless under exceptional circumstances. However, and needless to say, it is a proven fact that children’s linguistic abilities seem to be almost limitless at this age and they can learn three or four languages plus music simultaneously.

The youngest boy from Víðistofa who attended the workshop had spent one year in an English speaking country and his parents gladly accepted his participation so that he would not forget what he had already acquired. His teachers were concerned with his young age and some were of the opinion that he had not yet adjusted enough to his new environment and thus could not concentrate and function well in the group. In the course of time his initial problems in the group dissolved. He adjusted well and enjoyed the workshop.

One girl had spent some time in Danmark with her parents. In the beginning her parents were worried about a possible confusion of the languages that the girl would be exposed to: Danish, English, Icelandic and sign language at the same time. The girl however proved to be very receptive to the additional language. She never confused the two foreign languages (Danish, English).

A three year old girl from Furustofa (not Víðistofa) was let in the group because one of her parents' mother tongue was English. She is bilingual and spoken to in English by her parent. After three semesters of participation, she began to speak English with her father which she hadn't before much to his delight! The father speaks fluent Icelandic too and the girl understood that well. Also, while visiting her grandparents in the United States, she switched to English automatically.

One group met 26 times and the other one 27 times. Attendance was on average 94 %. Some lessons had to be left out due to lack of staff or events taking place in Sólborg but both groups visited a comparable number of lessons, the same number as the previous semester.

In the third semester (spring 2007) one more group started attending the workshop which was about the maximum of participants that the timetable and space options in the preschool allowed for. The oldest girls from Furustofa, five in number including the girl who already attended meetings with children from Víðistofa, started learning English once or twice a week, in the art room (Listaskáli) and "Leaf" room (Lauf). The project took one year. The third semester, with three groups participating, is the continuation of the workshop. It has been included in the curriculum of Sólborg, in its plan for 2007, in its report from 2006 and in individual dossiers of the participating children. Sólborg is proud to offer its children an additional activity that challenges their abilities and catches their interest. All children, not only children with special needs, are thus offered an additional program.

Preschool English reached out to everybody in Sólborg to some extent. Both "English" groups sang their English repertoire to all departments in Sólborg, to the director and to the kitchen staff. Once they performed at the singing meeting of the preschool. The staff of Sólborg was encouraged to visit the lessons and to take part. Oftentimes they came to fetch something from the art room and got "cought" in the English lesson and "grounded" to listen to a song or two.

The workshop was introduced to the department leaders at their meeting and later on at a staff meeting of Sólborg. Other two short summaries of the

workshop were given at staff meetings at the end of the first and the second semester.

The English teacher created a folder where all materials, letters to parents, photos, progress report etc. were compiled. This folder was updated and accessible to all. Víðistofa, the home department of the participating children, requested a schedule, the vocabulary and the song lyrics in order to follow their students' progress.

The parents of the participating children were steadily encouraged to come and visit the lessons which they oftentimes did. They received several letters from the teacher which included vocabulary, lyrics and short reports from the classes. It should be noted that the songs in question were mostly known to all Icelanders in Icelandic. Either the teacher translated the texts or used known English versions.



#### 4. Goals and reasoning

English has become a lingua franca in today's world, as Old Norse and Latin were once. It is learned as a mother tongue or as a second or third language throughout the world. Younger and younger children are introduced to English by schools. In Iceland, some elementary schools are beginning to teach English in the first grade. Icelanders are confronted with English through media, such as television and internet from an early age and continue using English throughout their studies and private and working lives.

The goal of Preschool English is to introduce English to 3-6 year old children through their daily preschool activities. The teacher respects their interests and abilities and adjusts the teaching methods and classroom activities to them. The premise of this workshop is, as said before, that young children are easily able to learn a second language. This has been researched and proven by linguists and specialists in bilingualism, and also widely experienced in Icelandic society, specifically in preschools. The outcome of the workshop can objectively be measured by the number of words and songs that the children learn. More importantly it can be subjectively assessed by the children's response, their curiosity, joy and smiles.



Some of the goals, as defined in the original description of the project, were as follows:

- a) *The children will understand that English is a language, like Icelandic and the Icelandic sign language, that people use to communicate.*
- b) *The children will learn to use single words and phrases that apply to / reflect their daily reality.*
- c) *The children will learn simple rhymes and songs in English*
- d) *The children will enjoy the lessons.*
- f) *The children will develop other skills, like recognizing, matching,*

*describing, musical ear, feeling for rhythm, listening skills.*

Some of the goals proved to be attainable while some turned out to be irrelevant. Additional pluses appeared. That will be explained in detail below, in chapter 6. Conclusions of the project. Some of the listed goals obviously correspond with the agenda of the national curriculum of preschools. For example, the curriculum stresses the importance of systematic listening and analysis. To paraphrase the curriculum, a) the children learn to trace patterns, motifs, atmosphere, rhymes and more through music and songs, b) creative work reinforces self-confidence of the children and c) language is the most important communication tool of mankind. It should be added in this context, that a part of the creative fun that the children had during the workshop had to do with drawing. At times they drew images of the newly learnt vocabulary. At other times, they let their imagination fly and their drawings were topics of talks in English. The children's drawing portfolios became a link between the teacher, the children and their parents both at school and at home. Parents were encouraged to visit the lessons. Most of them did, even several times. They were informed about the ideas and progress of the workshop and received vocabulary lists and songs for optional home practice. The encouragement of parents at home, as well as repetition of vocabulary and songs, were substantial for success in learning. The parents were very supportive and appreciative throughout both semesters.

Pedagogue Auður Torfadóttir sais in the linguistic magazine *Málfríður*:

"If it is done well, learning languages can help (childrens') development very much. Language is a living tool for communication and thinking and it contains unlimited possibilities. Learning languages opens doors to new cultures and makes children aware of the world around them. Additionally it can increase mutual understanding and respect for others.... There is general interest in English and children see a purpose in its study." (Auður Torfadóttir, *Um byrjendakennslu í ensku*, *Málfríður* 21 (2), 2004, bls. 9-11; <http://malfridur.ismennt.is>; translated RPE)

Here above Auður is discussing introducing English as a foreign language in the 5th grade of the elementary school. Her arguments in favour of this are in full compliance with the arguments in favour of teaching English at a preschool level (that were discussed in the outset of the article).

However, there is a difference between English study on these two levels. The aim of Preschool English is not to achieve any quantitative linguistic goals in particular. The emotional merit - forming of positive attitudes towards learning languages - plays a much bigger role. Joy in learning languages and cultural awareness are primary philosophical goals.



## 5. Description of the project

The original outline of the workshop presented in summer 2005 included a description of teaching methods, tools, themes for the lessons and lessons plans as follows:

### **Methods:**

- *As the attention span of young children may be about 5 minutes, there will be at least 5 activities every lesson.*
- *Music has a special standing in this course. Vocabulary will be taught through songs, rhymes and rhythm. The sounds of words and tones will be closely intertwined.*

- *Signs (from the Icelandic sign language) oftentimes help to remember the word as they depict the real object or its significant features and characteristics. Preschool Sólborg focuses on hearing impaired and deaf children and signs are visible in all preschool. The Preschool English lessons will respect that and contribute to this policy by teaching children to listen and sign.*

**Tools:**

*Pictures, paper and pencils, songs, toys, games, music instruments, puzzle, tapes, recordings;*



**Themes:**

*Home, family, preschool, nature, socializing, vehicles/means of transport, city;*

**A lesson plan sheet** was designed that proved to be very valuable (see attachments). It includes the following:

- *Objectives*
- *Materials*
- *Activities*
- *Timing*
- *Vocabulary*
- *Evaluation (of individuals and of activities)*

### **Description of the project (spring and fall semester 2006) in further detail:**

During two semesters the children learnt at least 70 words and phrases, and learned to sing six songs in English. Each child had it's folder (see above) that also served as a "conversation piece", for repetition of vocabulary and for collecting stickers (a reward in the end of the lesson). The course was accompanied by five puppets, Piggy, Monkey, Puppy, Teddy Bear and Panda Bear who talk English together or with the children. The children used the puppets for role playing and repetition of the vocabulary. The puppets helped mediate the language especially in the early stages. Competition proved to be a motivating factor, as well as various colour stickers. Picture cards played a big role in vocabulary acquisition. Gradually the variety of teaching materials grew, games, English books, audio recordings, a xylophone, a ball, bags with various objects etc. were added. The children enjoyed bringing their own books and stuff which consequently drew their attention to the program – as in show and tell. Songs proved to be the most important learning tool (see above Chapter 3). In most cases the children remembered the lyrics easily. They performed the songs for individual departments and at a preschool singalong. They sang for their parents who received texts together with vocabulary and other information. They sang in the lessons, together, individually, with or without instruments, with or without signs and movements, as a reward, in a joint "choire" and for anybody who happened to enter our classroom. For performing the songs the children received a lot of praise.

Vocabulary was gradually added, oftentimes based on the children's questions and interests. Each word was captured on a picture card and the cards used for further practice. Most words depicted concrete objects, not abstract notions, which is in accordance with this stage of language development of young children. The cards also included the English word in written form to make the language visible. Some of the 4-5 year olds can already read to some degree. Grammar was deliberately in hiding and never mentioned specifically, like in doctor Suzuki's mother tongue method (see Chapter 2). The children acquired some passive knowledge of grammar by

imitating the teacher and memorizing certain types of phrases or sentences, such as *He is sleeping. Two birds. A yellow ball.*

All visitors filled out a feedback form and the parents were additionally asked for a feedback letter in the end of the workshop. Parents also participated in other ways, including help with making a videorecording.

Apart from one videorecording, an audiorecording of three lessons exists that documents the children's progress, as well as photographs and drawings by children. The children's feedback is audiotaped (see chapter 7. Evaluation of the project).



## 6. Conclusions of the project

After the first half of the project, that is in the end of the spring semester 2006, two of the four participants left Sólborg. Two participants continued the second semester. Both children who stayed in the preschool kept asking when the English lessons would begin again. Both parents and grandparents of the participating children gave a very positive feedback. All of them observed some change in the children's outlook. The children became more conscious of foreign languages, asked about some English words that they did not understand, learned a few Spanish words on holiday, contributed to conversations with adults with their newly acquired knowledge, sang English songs at home or taught them to their friends. They were proud to know some

English and to be able to recognize some words in English television programs.

It was not necessary to make long explanations about what a foreign language is. Three and four year old children have some basic knowledge of the fact that Icelandic is spoken in Iceland and other languages elsewhere (goal a)).

The children were excellent in learning single words and also remembered well lyrics. However, they learned two to three word phrases only towards the end of the first semester. Additionally the children's passive knowledge became much more extensive than the active use of the language. They were mostly spoken to in English during the sessions towards the end of the first semester, the same phrases being repeated over and over again. The children responded correctly and actually they could have little conversations about the pictures they drew (goal b)).

The children learned six songs in English and the melodies obviously helped them to remember the lyrics. Repetition and imitation proved to be a most effective method of learning, as well as using the signs from the Icelandic sign language. Singing and listening to songs is internationally popular with children, regardless of the language and comprehension of the same. Some disciplines, such as music therapy go as far as to state, that singing is an innate aptitude; an ability that all of mankind is born with. They point out that invariably children learn to sing little ditties before they learn to speak (goal c)).

All children enjoyed the lessons which was obvious from their responses, reactions and talk. However, sometimes some of them were less cooperative, especially when their parents were visiting the lesson or there were some inside or outside disturbing factors (goal d)).

Connecting words, objects and pictures is a skill that children learn at the age of 1-2. This skill did not need to be taught. Pictures and signs helped children considerably to memorize the vocabulary. Connecting the English word with a particular picture helped remembering words (goal e)).

Other skills were required in the workshop. The abilities to match and recognize were engaged, but not taught. The limited vocabulary was not sufficient to describe the pictures fully. These goals were not quite appropriate. Musical ear and feeling for rhythm proved essential for language acquisition. Listening and concentration are also of paramount importance and need to be developed along with learning the language. Working in a group and sharing a designated language classroom is a great experience for the children of this age. Unfortunately no area in Sólborg could be solely dedicated for our purposes. Role playing and improvisation with the puppets often served as diversion in the end of the lessons (goal f)).

Learning a foreign language opens up avenues to raise cultural awareness of the children. The preschool environment mirrors and mediates the “big world” in forms and ways accessible to children. Making the children acquainted with a new language starts a new chapter in their thinking altogether. Languages and foreign countries are a part of modern reality and so they will be of our children.

The developing of listening and analytical skills, the ability to concentrate, the respect of rules and discipline are extremely important for the future.

Music is the foundation of Preschool English, as it is one of the cores of the national curriculum of preschools and of Sólborg.



## 7. Evaluation of the project

Preschool English was evaluated during the course of the project and at its end. Parents, visitors of the workshop, teachers and the school director gave feedback in writing (see below and attachments). Children gave spontaneous feedback all year round and a lesson devoted to feedback was taped and transcribed (see attachments). The English teacher's own evaluation is also below.

### 7.1 Evaluation of the lessons

Every lesson was evaluated in writing, as in the project proposal from 2005. In the beginning it was important to find out which activities were successful, what should be improved or left out. Notes were made about each child's level of participation, progress, what they said and drew in the lesson, their questions, achievements etc.

Each lesson started with a *Welcome* song and finished with a *Bye good bye* song. These songs provided a frame for the lessons. The lesson plans did not always work out the way they were prepared. Sometimes the children had wishes or brought their own books or things.

Drawing pictured proved most successful as children's hands kept busy and their minds could concentrate on little conversations over pictures. Listening was a big part of the workshop and every week we alternatively worked with sound and listening, and with vocabulary and visual aids. Pictures, the philosophy behind them and signs borrowed from Icelandic sign language proved to be most useful in remembering and memorizing vocabulary. Grammatically speaking we started to learn nouns and numbers, gradually added adjectives and verbs. We practiced present tense and present continuous and imperatives. Slowly we could produce simple two to three word phrases. Some phrases and sentences, such as "Close the door please" or "I would like to draw", were memorized by frequent use. However, there is only space for a short account of the content of the lessons here. I think it is a good idea to produce a teaching manual for Preschool English lessons where

songs, games, pictures and activities would be summed up and organized into short lesson units. That is however a project for the coming months or years. No such material exists as far as the present author can tell – after looking in libraries, book stores and on the internet. There are only bits and pieces, some teaching aids, pictures, lesson suggestions and games, mostly intended for older participants than 3-4.

The children made great progress during the year and there is no exception to this statement. All children enjoyed the lessons. Some of their funny and expressive utterances are included in the attachments.

## **7.2 Evaluation by parents and guests of the workshop**

During the two semesters twenty-two guests visited Preschool English lessons. They were mostly parents of the children but also students of the Teachers' University of Iceland and the staff of Sólborg. In the end of the lesson they received a feedback form in English (see attachments) on which they were requested to evaluate and grade the lesson, to write down their critique and ideas – which they all did in English without being prompted to do so!

Here below are extracts from some evaluation forms:

"The group worked well together and you got their whole attention. Always something new when needed. It looked just great. Thank you very much. I've been trying to talk to Róbert in English before you started your program but it didn't work out well. He is very enthusiastic about your class. And he talks a lot about it." Gunnur, parent

"Lilja likes the songs a lot but she doesn't know what they mean. She is often singing them and likes it a lot. She is very proud. It was nice to get the text with last letter so we can help her and to know what she is saying. (...) Lilja asks every day if she is having an English class! She loves it ☺" Íris Anna, parent

"Everything seemed to work well, as the kids obviously liked the lesson.... I'm impressed with the long list of vocabulary and songs. I noticed the kids loved the lesson and I know Oona does. It's great. You should definitely keep on going." Hildur, parent

"Jónína Anna seems to be more aware of foreign languages and language in general since she started her English lessons. She often asks about the meaning of words she hears on TV or radio, knowing they're not Icelandic. She is very proud of her new ability, and we are also proud, she sings for us in English, and tells us new words she knows. Bravo!!" Hjördís, parent

“Renata, you are positive and interested and that gets to the children. The children enjoyed the lesson. The children listened to music and beat in tact with musical instruments, they sang and then they started a memory game. It was fun to see. It made the lesson dramatic and enjoyable to use puppets. Continue on the same track and good luck.” Sigríður, student

“Fun to see, it was surprising how much the children knew. Organisation good, clever to use musical instruments and cards.” Hrund, student

"First off, my husband and I are extremely pleased with Jónína 's participation and progress in Preschool English, especially with the sessions this fall and winter. As I mentioned to you last spring she is very proud of her newfound ability and tells whoever will listen that she goes to English classes and knows English. Her vocabulary is quite good and we often have short conversations about how we are doing, whether she has siblings, etc. Jónína counts for us in English. In the car on the way home from preschool we sing together. Jónína chooses the songs for us and often picks one of her English songs for us to sing. So you see Preschool English often enters our home life under Jónína 's initiative. (...)

Thank you Renata for this very pleasant and interesting experience for Jónína.

Sincerely,

Hjördís and Óskar", parents

Apart from the letters which the parents received several times during the two semesters we kept in personal contact in the preschool. Some parents, especially those employed in pedagogical professions, showed real interest and participated actively in tutoring their children, visiting the lessons, giving feedback and generally showed interest in the workshop as can also be seen from the above.

### **7.3 Evaluation by the teachers in Sólborg**

All teachers were asked to discuss the merit and the disadvantages of the workshop. Each department received a feedback form (see attachments) and discussed the questions at their weekly department meeting. The teachers appreciated the workshop and said that it should definitely continue. They thought that it should become accessible to more children as there was some jealousy among the non-participating children. One solution to this problem would be to let children choose to participate in the Preschool English within the regular “free play” period. The workshop had in the teachers’ opinion a good influence on the children’s language development including their

Icelandic (sic)<sup>1</sup>. All teachers agreed that preschool teaching methods (through play and games) had to be respected.

One teacher expressed some critique with respect to the certificates that the participating children received in the end of each semester (see attachments). The certificates included verbal evaluation of the children's work and described briefly the activities of the past semester. The critical question was whether such certificates should be issued and why. All children in the preschool take part in many activities, some of them attend special individual or group lessons but they only get their individual folder with all information about their preschool achievements and development in the end of their stay in the preschool. The present author's argument in favour of the certificates was that the English workshop is an extra-curricular activity and it is not in the national preschool curriculum and as such there should be a special record of it. Additionally, the certificates serve as motivation both for parents and children. The school director approved of this form of acknowledgement. And finally, neither the children nor their parents complained about the certificates, on the contrary.

From the teachers' answers in the feedback forms it becomes obvious that their participation and presence in Preschool English was minimal. Due to time pressure they could only pass through or stay momentarily.

#### **7.4 Evaluation by the school director**

The school director gave a very positive feedback all year round. She attended several lessons and received a copy of all documents, letters to parents etc. that were written in connection with Preschool English. She followed the progress of the workshop and kept in close touch with the teacher. In the end of the workshop she gave a written feedback (see attachments). She

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<sup>1</sup> The workshop that introduces a new language to children at preschool age also sparks the idea and opens up the option to use the same method to facilitate other languages than English. Especially preschools that host many children of foreign origin might consider promoting their mother tongues through music, games and play. Children whose mother tongue is other than Icelandic are increasing in number in preschools in Iceland. Studies and experience show that only children who have good knowledge of their mother tongue, can learn a second language well. By promoting children's mother tongues we could pave their way to mastering Icelandic.

contemplates reasons why English can be taught at the preschool age as well as the ways in which the workshop went in Sólborg. Based on the fact that very young children can learn the Icelandic sign language, she argues that children of the same age can likewise be acquainted with another language provided the methods respect the developmental level of the children. She expresses her satisfaction with the course of the workshop and comments on the positive emotions that she could see and that the participating children showed and expressed about the workshop.

## **7.5 A personal evaluation by the present author Renata Peskova**

### **Emilsson**

I came to Iceland in winter 2004 and started to work as an instructor in Sólborg in spring 2005. My education from the Czech Republic and Germany as language teacher is recognized by the Icelandic Ministry of Education and I received the right to teach English and German on elementary and secondary school levels. I am thankful for the open mind of my employer to provide space for the workshop Preschool English in Sólborg.

Summing up all pluses and judging from the positive experience I have with teaching English to young children here and abroad I am absolutely convinced that language play lessons are to the advantage of children and contribute positively to their lives.

I believe that there are two principal positive outcomes of learning a foreign language at an early age. The first is emotional in that it fosters children's positive attitudes to foreign languages, strikes their fancy and enriches their social life. The second principal outcome is opening a window into the cultures of the world.

Back in the Czech Republic I had a young English student, Vojtech Seidl. He started attending our English play lessons at the age of 5. This school year, 2006/2007 at the age of 15, he started his studies at a secondary school. His English lessons ten years earlier woke his interest in languages. His parents were extremely supportive of his English play lessons and brought him weekly 20 km in their old Skoda 100 from their little village in the

Bohemian mountains, rain or shine, for private lessons which they paid for out of their low salaries. Vojtech's knowledge of English as limited as it may have been at the time gave him self-confidence which in turn helped him become an excellent student at the elementary school. He extended his knowledge of English by attending a language school paralelly to his daily studies. Vojtech gradually started to learn Spanish and French and showed even some interest in Icelandic.

The "moral of the story" is that Dr. Suzuki's approach to nurturing talent is correct. Without hesitation I maintain that Vojtech Seidl's talents were nurtured with love both at home and at school<sup>2</sup>. Any child in the world regardless of the so called "talent" can be brought to this level of excellence. While writing this article I realized that I myself am a product of precisely the kind of talent nurturing that Dr. Suzuki espoused in the late 60s. I had a teacher when I was eight who believed in and nurtured my talents and thus changed my life. I became a language teacher.

## **7.6 Evaluation by the participating children**

In the end of the second semester we dedicated one lesson to a chat about English, learning English and the sense of learning English. I recorded these lessons and transcribed the understandable conversations into computer later on. The dialogues were very funny and it is worth attaching them to the report in full (see attachments).

On the whole, the children gave feedback all year round. It was very rewarding to hear them talk English or about English in their daily environment and activities.

## **7.7 Financial evaluation**

The budget planned for the workshop for two semesters was sufficient thanks to the fact that the preschool Sólborg provided technical ecquipment, space, salary for the teacher, toys and all necessary little and big things. Writing,

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<sup>2</sup> For further reference see Dr. Shinichi Suzuki's world renowned book *Nurtured with Love* listed in the bibliography.

proofreading and translating of the final report from English into Icelandic took up a considerable time that could not be found within the teacher's regular working time. The present author decided to write the final report in English, as was done with the progress report. Had the final report been written in Icelandic, another person would have had to rewrite the report completely. Translating it from English into Icelandic seemed a better option, since there may be some use for the English version as well – for presentation purposes. Producing the Icelandic version claimed a considerable part of the second half of the budget (see attachments).

## 8. Looking forward

There is a great potential in teaching languages to young children and projects as Preschool English open up many doors. Music, theater, visual arts, books, dance - all of that is important for young children's healthy development and it is all woven into Preschool English activities.

Further academic research on early language learning and acquisition, cooperation with other preschools in introducing a second language to children, producing a Preschool English teacher's manual, establishing an early language classroom with fitting equipment, developing a program at an elementary school level – all of those are ideas for the future.

The present author will continue to develop Preschool English in autumn 2008.



## 9. Bibliography:

### **Books used in lessons:**

- 1) Baby gets the Zapper. Ted Dewan. Transworld Publishers. London etc. 2001
- 2) Inglese. Tony Wolf. Dami Editore. Firenze. 2002
- 3) The Red Hat and the Raven. Rauði hatturinn og krummi. Ásgerður Búadóttir. Helgafell. Reykjavík – Iceland.
- 4) Twins. Monica Colli. Child's Play (International) Ltd. Swindon etc. 1992

### **Resources:**

- 1) Aðalnámskrá leikskóla
- 2) Auður Torfadóttir, *Um byrjendakennslu í ensku*, Málfríður 21 (2), 2004, bls. 9-11; <http://malfridur.ismennt.is>
- 3) Early language learning – Curricular models;  
[http://www.cilt.org.uk/primary/ell\\_curricular\\_models.pdf](http://www.cilt.org.uk/primary/ell_curricular_models.pdf)
- 4) Izzo, Suzanne (1981), *Second Language Learning: A Review of Related Studies*. National Clearinghouse for Bilingual Education, Rosslyn, Virginia.
- 5) Klein, Wolfgang (1986), *Second Language Acquisition*, Cambridge University Press, Cambridge etc.
- 6) Starr, William and Constance (1986), *To Learn with Love*. A companion for Suzuki parents. Kingston Ellis Press. 3<sup>rd</sup> edition.
- 7) Suzuki, Shinichi (1983), *Nurtured by Love*. The Classic Approach to Talent Education. 2<sup>nd</sup> edition. A Senzay Publications. Ability Development Athens, OH. The first addition of the book appeared in 1969.

## 10. Attachments

- 1) A feedback letter from the school director and project leader
- 2) Feedback questions for teachers 2006
- 3) Feedback questions for guests in „Preschool English“ lessons
- 4) Feedback questions for parents for the final report
- 5) Feedback from the participating children January 2006, transcription from a tape
- 6) A letter to parents from 14. 11. 2006, (an example)
- 7) Vocabulary and songs 14. 11. 2006, (an example)
- 8) A certificate, winter 2006, (an example)
- 9) A lesson plan, 24. 01. 2006, (an example)
- 10) Spring schedule 2007 and the weekly structure
- 11) A picture by Víkingur, 18. 5. 2007
- 12) Curriculum vitae, Renata Peskova Emilsson



## Preschool English þróunarverkefni í leikskólanum Sólborg 2006/2007

### Endurmat leikskólustjóra janúar 2007

Þegar sú hugmynd kom fram að hefja tilraunaverkefni í Sólborg þar sem börnum yrði kennd/kynnt enska sem tungumál var þrennt sem mér fannst styðja hugmyndina. Í fyrsta lagi höfum við í Sólborg reynslu af því að börn geta nokkuð áreynslulaust lært önnur tungumál í leikskólanum, í okkar tilviki táknmál, ef markvisst er staðið að kynningu á málinu. Í öðru lagi sú staðreynd að það hefur verið gefandi og þroskandi fyrir heyrandi börn í Sólborg að geta tjáð sig um einfalda hluti á táknmáli að lokinni leikskólagöngu. Auk þess er táknmál fyrsta mál margra barna í Sólborg og fyrir þau hefur “kennslan” verið ómetanleg móðurmálskennsla. Í þriðja lagi víkkar þekking á mismunandi tjáningarformi fólks sjóndeildarhringinn og minnkar líkur á að fordómar vakni. Séu kennsluáðferðir fjölbreyttar og taki mið af áhugahvöt og leikgleði barnsins getur kynning á ensku sem tungumáli sem fólk notar til samskipta verið gefandi og skemmtileg fyrir barnið.

Verkefnið Preschool English hefur tekist vel í alla staði. Börnin tóku nýbreytninni vel og voru áhugasamir nemendur.

Augljóst var af áhuga og gleði barnanna bæði á leið í enskútíma og í tímunum sjálfum að þeim fannst skemmtilegt enda tímarnir vel skipulagðir og fjölbreyttir. Renata fléttaði tónlist á skemmtilegan hátt inn í námsefnið og börnin lærðu vísur og söngva. Náms efnið tók mið af starfsáætlun skólans og var þannig í takt við önnur viðfangsefni barnanna.

Foreldrar sýndu verkefninu mikinn áhuga og komu allir foreldrar á tímabilinu til að fylgjast með. Börnin höfðu oftast verið valin með tilliti til bakgrunns þ.e. barn eða foreldri tengdist á einhvern hátt tungumálinu. Áhugi Renötu fyrir verkefninu hefur án efa einnig hrifið foreldra til virkrar þátttöku, en hún var dugleg við að kynna foreldrum framgang verkefnisins. Eina gagnrýnin sem ég hef heyrt er að færri börn komust að en hefðu viljað eða foreldrar hefðu viljað að tækju þátt í verkefninu.

Því markmiði verkefnisins er að mínu áliti náð, þ.e. “að sýna fram á að fyrst börn geta svo auðveldlega tileinkað sér nokkra færni í táknmáli ættu þau einnig að geta tileinkað sér önnur tungumál á leikskólaaldri.” Foreldrar, sérstaklega þar sem annað foreldrið er enskumælandi, hafa fagnað árangri verkefnisins. Það treystir þá trú okkar að öll móðurmálskennsla í skólanum hefur afgerandi jákvæð áhrif á viðhorf barnsins til síns eigin móðurmáls.

Það hefur verið ánægjulegt að fylgjast með þessu verkefni og verður nú verðugt viðfangsefni að sjá hvort við getum útfært verkefnið svo fleiri börn í leikskólanum njóti góðs af.

Jónína Konráðsdóttir, leikskólustjóri

Attachment No. 2)

Janúar 2007

### **Endurmat á verkefninu "Preschool English" árið 2006**

- Hvað finnst þér/ykkur um að kenna leikskólabörnum ensku?
  
- Hvað finnst þér/ykkur um verkefnið í Sólborg?
  
- Hver er skoðun þín/ykkar á að börn læri ensku á leikskólaaldri, hvernig áhrif á verkefnið á þau?
  
- Kostir og gallar af verkefninu Preschool English í Sólborg
  
- Skoðun / hugmyndir þínar/ykkar á tímasetningu (13-13,30), efnið og fl.
  
- Aðrar tillögur, hugmyndir, gagnrýni eða spurningar sem hafa vaknað
  
- Hvað margir fylgdust með kennslustundum eða settuð ykkur inn í verkefnið á annan hátt?

Attachment No. 3)

**Dear guests of the Preschool English group,**

please help us make our lessons better, more versatile and more efficient. We would appreciate your advice, comments and ideas about how to organise our time (30 minutes), what games we could play, what tools to use and much much more.  
Thank you.

---

Name

---

Date of visit

---

Grade 1-10  
(10 is best)

---

General impression

---

What could have been done better in the lesson?

---

What worked well?

---

How was the timing of the lesson?

---

Do you know any games that we could use in our lessons?

---

What material could we use in our lessons?

---

Here come further comments, advice and ideas:

---

We are looking forward to playing with you again!!!

Attachment No. 4)

**Feedback from parents, January 2007**

Dear Parents,

please help me evaluate the workshop Preschool English and make it better. Here are some points that I would like you to comment on:

1) WHAT IS YOUR GENERAL IMPRESSION OF THE WORKSHOP PRESCHOOL ENGLISH?

2) WHAT IS YOUR IMPRESSION OF THE WORKSHOP AS A PARENT OF A PARTICIPATING CHILD?

3) WHY SHOULD CHILDREN IN A PRESCHOOL LEARN ENGLISH?

4) HOW DOES LEARNING ENGLISH AT THIS AGE AFFECT CHILDREN'S LANGUAGE DEVELOPMENT?

5) HOW DOES LEARNING ENGLISH AT THIS AGE AFFECT THE DEVELOPMENT OF PRESCHOOL CHILDREN IN TERMS OF WORLD KNOWLEDGE?

6) HOW DOES LEARNING ENGLISH AT THIS AGE AFFECT THE PERSONALITY OF PRESCHOOL CHILDREN AND THEIR SELF-IMAGE?

## Questions for children:

**Hvernig finnst ykkur enskan?**

**Af hverju?**

**Til hvers er enskan?**

**Hver talar ensku?**

**Þekkir þú önnur tungumál?**

13.12.06

Víkingur:

"Ég skil ensku lítið, ekki mikið."

Oona María:

5 sinnum á hverjum degi:

"Ég vil fara í ensku."

28.12.06

Tandri:

Í stað að heilsa í morgun: "Er enskan í dag?"

21.12.06

AF HVERJU ERUÐ ÞIÐ AÐ LÆRA  
ENSKU?

Fróði: Svo við getum talað ensku..

HVAR TALAR FÓLK ENSKU?

Fróði: Í Kaliforníu.

ERUÐ ÞIÐ BÚIN AÐ LÆRA EITTVAD Á  
ENSKU?

Tandri: Við erum búin að læra "sleeping,  
sleeping"

R: Já, syngja "Are you sleeping"... og líka tala  
eittvað?

ERUÐ ÞIÐ BÚIN AÐ LÆRA MIKIÐ?

Fróði: Við erum búin að læra hundrað

ER GAMAN AÐ LÆRA ENSKU?

AF HVERJU?

Tandri: Út af því svo við getum talað útlensku.

EN HEFUR ÞÚ TALAD ENSKU VIÐ  
EINHVERJUM?

Fróði: Já, en það er soldið langt síðan..

VÍKINGUR, ERT ÞÚ EKKI STUNDUM AÐ  
KENNA ÖMMU ÞINNI STUNDUM  
ENSKUNA?

Nei..

EN MAMMA, TALAR HÚN ENSKU?

Víkingur: Hún talar ekki alvöru ensku.

EN ÞÚ?

Víkingur: Ég tala bara bullaensku.... Við  
gerum bullaensku.... (hlátur)

LÍSBET, AF HVERJU ER GAMAN AÐ  
LÆRA ENSKUNA?

Lísbet: Af því...

EÐA ER ÞAÐ ALLS EKKI GAMAN, ER  
ÞAÐ BARA LEIÐINLEGT?

Tandri: Gaman

Lísbet: Mér finnst það leiðinlegt.

AF HVERJU?

Lísbet: Ég vil vera heima.

LÆRA HEIMA?

Lísbet: Já.

TALA MAMMA OG PABBI ENSKU?

Lísbet: Já. Frönsku.

ERUM VIÐ BÚIN AÐ LÆRA AÐ SPYRJA  
EITTVAD Á ENSKU?

Víkingur: Já

Are you... are you

Víkingur: Are you yellow? (hlátur) eða... Are  
you red?

ERUM VIÐ BÚIN AÐ LÆRA AÐ SEGJA  
HVAÐ YKKUR VANTAR EÐA HVAÐ ÞIÐ  
VILJIÐ AÐ GERA?

HVER TALAR ENSKU Á ÍSLANDI?

Fróði: Við.

VILJA ALLIR Á VÍÐISTOFU AÐ FARA AÐ  
LÆRA ENSKU?

Tandri: Já

HVERNIG ÖNNUR TUNGUMÁL ÞEKKIÐ  
ÞIÐ?

Fróði: Ég þekki frönsku.... Það er til  
færeyska.... Það er til enska....

FINNST FORELDRUNUM GAMAN AÐ ÞIÐ  
FARIÐ Í ENSKUNA?

Fróði: Já

HVAÐ SEGJA MAMMA OG PABBI UM  
ENSKUNA, LÍSBET?

Lísbet: Gaman.

AF HVERJU ERT ÞÚ AÐ LÆRA ENSKU?

Jónína Anna: Út af því að við fáum límmiða.

FÁIÐ LÍMMIÐA? ÞAÐ ER SKEMMTILEGT  
AÐ FÁ VERÐLAUN. EN AF HVERJU FÁIÐ  
ÞIÐ LÍMMIÐA?

Jónína Anna: Ef við hlaupum ekki um gólf, þá  
fáum við límmiða.

EÐA LÍKA EF ÞIÐ TALIÐ ENSKU LÍKA  
EÐA LÆRIÐ...

Thor: Já. Einu sinni var ég í Ástralíu.

OG ÞÁ TALAÐIRÐU ENSKU.

Thor: Já.

TALA ALLIR Í ÁSTRALÍU ENSKU?

Thor: Já.

EN OONA, FINNST ÞÉR GAMAN AÐ  
TALA ENSKU?

Oona: Já.

AF HVERJU?

Oona: Af því að þá fékk ég barbie límmiða.

EN TALAÐIRÐU ENSKU MEÐ ÖMMU OG  
AFA Í BANDARÍKJUNUM?

Oona: Já.

OG TALAR PABBI ENSKU?

Oona: Já.

EN STEINUNN, FINNST ÞÉR GAMAN AÐ  
VERA AÐ LÆRA ENSKU.

Steinunn: Já.

ER GAMAN AÐ SYNGJA Á ENSKU?

Steinunn: Jú.

KRÓKODÍLAGIÐ?

Thor: Já. Ég elska krókodílagið.

AF HVERJU Á MAÐUR AÐ TALA ENSKU?  
AF HVERJU EKKI BARA ÍSLENSKU?

Tandri: Af því að þá getur maður ekki talað  
ensku.

MEÐ HVERJUM?

Steinunn: Með þér.

EN MEÐ FÓLK Í ÚTLÖNDUM?

Steinunn: Já.

OG LÍKA Í BÚÐINNI KANNSKI?

Oona: Og líka pabbi minn talar ensku. Pabbi  
minn hann er að plata mig.

ENSKU?

Oona: Já. Stundum íslensku.

## **Letter to parents – Preschool English**

14. 11. 2006

Dear parents,

Thank you very much for your support and for your visits of Preschool English. I would like to encourage you to come again – and give me some feedback too. Things can always get better and that is very true of our lessons in the art room. I would also appreciate to hear, or get a note, on how your children share their “English experience” with you and how they react to this new element in their preschool life. Can you see some change in them?

Actually the project is slowly coming to an end, it has been scheduled for two semesters and the second semester will be finished on December 31. I would like to continue with the lessons for the present two groups also next year but at the same time, I am looking for a way to make this idea, or Preschool English, accessible to all children and their parents who are interested.

So far we have sung our songs in English for Furustofa, Víðistofa, Jónína the school director and the women in the kitchen. Many teachers have passed through the art room during our lessons and have for a while joined us in our conversation or listened to a song or two. There is a tape recording of one lesson of each of the groups and I would like to make two more, one within the next few days and one in the end of the year.

You may be surprised to see how many words we have learnt already. Not all of them are “active vocabulary”, especially the sentences that the teacher keeps repeating, such as “Sit down on the chairs.” Naturally the passive knowledge is much larger than the vocabulary that the children can produce flawlessly but that is also the aim. This week we will start practicing the fourth song – yellow red green and blue – that is a direct translation from Icelandic.

Renata

Attachment No. 7)

attachment to Letter to parents, 14.11. 2006, vocabulary, songs

**Vocabulary:**

Hi	green
Hallo	orange
Good morning	brown
Good bye	pink
Bye	blue
Bye bye	black
	yellow
	red
Puppets:	reindeer
Monkey	bird
Panda	dog
Pinky (pig)	snake
Puppy	butterfly
	red whale
What is this?	tiger
Who is this?	horse
What is your name?	mouse
	lion
Mom	pig
Dad	frog
Sister	white swan
Brother	fish
Girl	cow
Boy	raven
Granny	black sheep
house	fox
	two birds
Hat	pink cat
Raven	woolf
	crocodile
Yes	
No	flower
	apple
Stickers:	raven
Car	pear
Ice-cream	tree
Teddy bear	leaf
Smiley	
Duck	to sleep
Pooh	
Fish	monster
	sun
violet	star
	Teddy Bear

Indian

ball  
feather  
snowman  
ladder

guitar  
xylophone  
drum

trousers  
shoe  
red hat  
sweater

What's your name?

How are you?

Ok

Fine

What is this?

What colour is this?

Hi

Hallo

Bye

Bye bye

Yes

No

Let's sing

One two three and start

Here

Good

Thank you.

I would like...

Play green (on xylophone)...

draw

Sit down on the chair

Close the door

Turn on the light

Go under the table

Get on the table

### Numbers

one

two

three

four

five

six

seven

eight

nine

ten

eleven

twelve

### Songs:

1)

Baa baa black sheep

have you any wool?

Yes sir yes sir

three bags full.

One for my master

and one for my dame.

One for the little boy

who lives down the lane.

2)

One little, two little, three little

Indians,

four little, five little, six little Indians,

seven little, eight little, nine little

Indians,

ten little Indian boys.

3)

(melody: Þrír littlir apar)

Three little monkeys sat in the tree.

They were teasing crocodile – you

won't get me.

Then comes mister crocodile,

very slowly and "ahm" –

Two little monkeys ....

4)

(Melody: Gulur rauður grænn og blár)

Yellow red green and blue

white and black violet

Pink brown banana

talking oranges

Yellow red green and blue

white and black violet.

## Preschool English II



### CERTIFICATE

Name of the student:

**Fróði Þórðason**

This is to confirm that Fróði Þórðason  
has taken part in Preschool English II at his kindergarten Sólborg.

The course consisted of 26 sessions, including 6 singalongs.

Through games and play

Fróði learnt to sing two new songs in English.

He has so far acquired vocabulary of at least 80 words and phrases.

Fróði is steadily progressing. He has excellent memory and shows  
great interest in learning. He is now more confident in using English  
while singing, drawing and teaching than his fellow students.

Thank you for participating.

M.A. Renata Peskova Emilsson,  
teacher

Jónína Konráðsdóttir,  
school director

Reykjavík, 20. 12. 2006  
Place, date

Date 24. 1. 06 / lesson no.1	Present
Theme	<b>Introduction</b> <b>Greetings</b> <b>Family</b>
Vocabulary	hi, hallo, good afternoon, bye, bye-bye My name is... What´s your name? Monkey, Piggy
Activities	1) brúður/dolls (ca. 10 min.) - greetings 2) drawing family (ca. 10 min.) 3) matching pictures of family, Mom, Dad, Piggy, Monkey with words (ca. 5 min.)
Goal	estimate the tempo at which we could possibly proceed with the lessons
Notes after a lesson: Student 1) Student 2) Student 3) Student 4)	

Pema: Greetings, Family (Piggy speaks Icelandic, Monkey speaks English, Piggy mediates to the children, "translates")

Orðaforði: Hi, Hallo, Good afternoon, Bye, Bye-bye  
My name is ...  
What´s your name?  
Monkey, Piggy

Tími: 30 mínútur

## Preschool English

### Spring schedule 2007

#### January - February

- repetition of colours
- a new song: *Bye good bye see you in no time*  
*It was fun being together*  
*It was fun singing together*  
*Bye good bye see you in no time*  
(melody Bless bless bless...)
- new vocabulary: verbs in imperative and present continuous  
(*sit, sleep, drink, eat, read, write, clap, smile, jump, play, listen, cut* etc.)

#### March – April

- start practicing to say two sentences, t.d. description of a picture, talking about oneself, t.d.
  - *My name is Oona. I am a girl.*
  - *This is a boy. He is playing.*
- new vocabulary: adjectives, i.e. happy, sad, angry, naughty...
- new songs: *We are jumping /singing / sitting etc. all together*  
*We are jumping all together*  
*We are jumping all together*  
*And that´s what we enjoy best.*  
(melody Við hoppum öll í einu...)

*Head, shoulders, knees and toes, knees and toes,*  
*Head, shoulders, knees and toes, knees and toes,*  
*Eyes and ears and mouth and nose,*  
*Head, shoulders, knees and toes, knees and toes.*  
(melody Höfuð, herðar, hné og tær)

#### May – June

Reading simple stories in English (Twins, Baby got the Zapper)  
Puzzle with animals, preparation for a new song:

*Old Mac Donald had a farm, E – I – E – I – O*  
*And on his farm he had some ducks, E – I – E – I – O*  
*With a quack quack here and a quack quack there,*  
*Here a quack, there a quack, everywhere quack quack*

*Old Mac Donald had a farm, E – I – E – I – O*

## Weekly structure

### **SOUND AND MOVEMENT**

(once a week)

listening to sounds and songs in English, clapping in tact, singing in English, using musical instruments etc. (developing listening skills)

listening to stories in English

singing in English

dancing, movement

musical instruments

pronunciation

### **CONVERSATION, ACTIVITIES, GAMES**

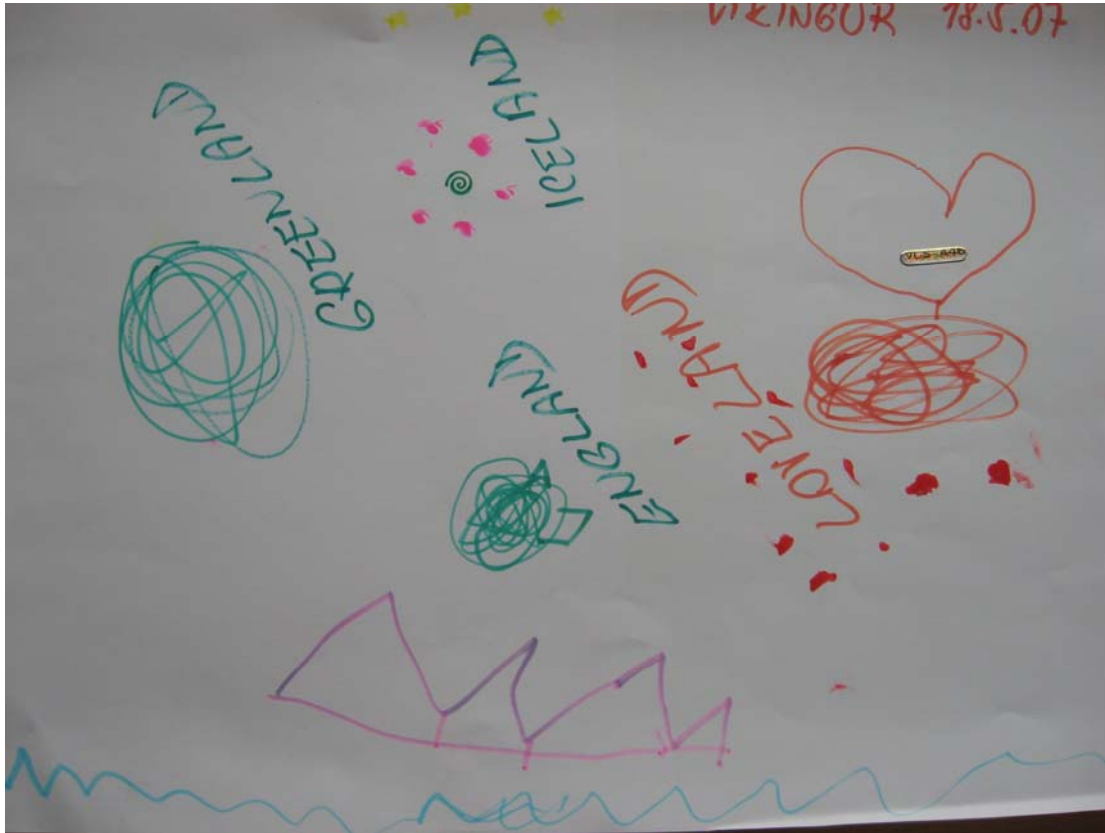
(once a week)

drawing and chatting over the pictures

books in English

picture cards, vocabulary

language games



The children were drawing as usually and they could choose what to draw. Víkingur drew three circles and said: “Þetta er Grænland, þetta er England og þetta er Ísland.” His geographical accuracy was surprising. The teacher translated his utterance into English: “This is Greenland, this is England and this is Iceland.” Víkingur and the others listened. Then Víkingur added a fourth circle and a red heart and said in English: “This is Loveland,” and smiled. He heard that the countries ended with “-land” and made a compound from a word he already knew (love-) and the new word (-land).

In the foreground there are ocean and mountains. In the background are stars. In the heart Víkingur placed a sticker that he chose as a reward in the end of the lesson.

## Curriculum vitae



### Personal information

Surnames / First name **Peskova Emilsson / Renata**  
Address 224, Sogavegur, 108 Reykjavík, Iceland  
Telephone + 354 864 9224  
E-mail [renatapeskova@yahoo.com](mailto:renatapeskova@yahoo.com)  
Nationality Czech Republic  
Date of birth September 7, 1978

### Work experience

Dates	August 2007 and onward
Occupation or position held	Language teacher
Main activities and responsibilities	English and German teacher on elementary school level
Name and address of employer	Hlíðaskóli, Reykjavík
Type of business or sector	Elementary school – Education
Dates	March 2005 - August 2007
Occupation or position held	Teacher
Main activities and responsibilities	Teacher of children age 2 to 6
Name and address of employer	Preschool Sólborg, Reykjavík
Type of business or sector	Preschool – Education
Dates	September 2005 – June 2007
Occupation or position held	Preschool English Teacher
Main activities and responsibilities	Development and management of a pedagogical workshop “Preschool English”, independent development and its method and philosophy, teaching English.
Name and address of employer	Preschool Sólborg, Reykjavík

Type of business or sector	Education
Dates	2006
Occupation or position held	Freelance writing
Main activities and responsibilities	Writing articles - "Eins og fólk er flest", Morgunblaðið, Fréttabréf St.Rv.
Name and address of employer	
Type of business or sector	Newspaper
Dates	1998 – 2004
Occupation or position held	English teacher
Main activities and responsibilities	Teaching English for Adults
Name and address of employer	Self employed, Czech Republic
Type of business or sector	Teaching
<b>Self-Employment</b>	
Dates	2000 – 2004
Occupation or position held	Translations of books from English and German into Czech
Main activities and responsibilities	6 books
Name and address of employer	Rebo Productions and Portál, Prague, Czech Republic
Type of business or sector	Translating
<b>Education</b>	
Dates	1999 – 2004
Title of qualification awarded	Magister Degree in Intercultural German Studies, English Literature and English Linguistics
Name and type of organisation providing education and training	The Pedagogical Faculty of Charles University in Prague, Czech Republic Universität Bayreuth, Germany
Dates	2000 -2004
Title of qualification awarded	Bachelor Degree
Principal subjects/occupational skills covered	Adult Education and Personal Management

Name and type of organisation providing education and training | Philosophical Faculty of Charles University in Prague, Czech Republic

Dates | 1993 – 1998

Title of qualification awarded | Matriculation Certificate

Name and type of organisation providing education and training | Business Academy in Jablonec nad Nisou, Czech Republic, International Business

**Course and seminar**

Dates | 2006

Course name | Icelandic Sign Language I and II

Name and type of organisation providing education and training | Social Center for Deaf and Hearing Impaired

**Personal skills and competences**

Mother tongue | Czech

Other languages | English, German, Icelandic , French and Russian

	Understanding				Speaking				Writing	
	Listening		Reading		Spoken interaction		Spoken production			
<b>English</b>	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user
<b>German</b>	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user
<b>Icelandic</b>	B1	Independent user	B1	Independent user	B1	Independent user	B1	Independent user	B1	Independent user
<b>French</b>	A2	Basic user	A2	Basic user	A2	Basic user	A2	Basic user	A2	Basic user
<b>Russian</b>	A1	Basic user	A1	Basic user	A1	Basic user	A1	Basic user	A1	Basic user

(\*) Common European Framework of Reference for Languages